

2018-19

Detroit Public Schools Community District

ADMINISTRATOR EVALUATION GUIDE



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Superintendent's Message

Team,

As we continue to work toward a vision that all students will have the knowledge, skills and confidence necessary to thrive in our city, our nation and our world, we must build an excellent team of dedicated administrators to serve our students. Developing an effective administrator evaluation system is critical to achieving this vision.

A well-designed, well-implemented, multiple-measures evaluation system allows for this by:

- Ensuring administrators know their strengths and development areas so that they can continuously improve throughout their careers;
- Allowing schools and districts to promote, retain, and support administrators more effectively, including offering more relevant coaching, instructional support and professional development; and
- Improving the transparency and fairness of promotion and renewal decisions.

As you review this manual, you will notice a few key changes to the administrator evaluation for the 2018-2019 school year. First, we evolved the evaluation tool to maintain compliance with Michigan's Revised School Code. Starting this school year, the State of Michigan requires 40% of teacher and administrator evaluations to be based on multiple sources of student growth and achievement data, and for 50% of this component to be based on state assessment data. Second, we updated the assessment guidance by which we will measure student growth based on our district's new assessment strategy. Third, we have given greater weight to the progress towards priorities component to reflect the priorities of the district, which administrators have been working so hard to address.

We are currently in the early stages of developing a new evaluation system that meets our goals. Over the course of the 2018-2019 school year, we will continue to work to align evaluation systems for administrators, teachers, and other educators so that we can set and calibrate on a vision for excellence. This will ensure that all evaluation systems support individual growth, allow top employees to pursue advancement within our organization and improve candidate pools for leadership vacancies, as discussed in our Strategic Plan.

This guide is another step toward building a more fair, transparent and accurate system.

Sincerely,

A handwritten signature in black ink, appearing to read "N. Vitti", with a stylized flourish at the end.

Nikolai P. Vitti, Ed.D.
Superintendent
Detroit Public Schools Community District

What are the components of our administrator evaluation system?

Detroit Public Schools Community District (DPSCD) uses a 100-point, administrator evaluation system that consists of three weighted components: ratings on an evaluation tool, student growth and progress towards priorities.

Figure 1: Administrator Evaluation Component Points

Evaluation Tool – 46 points	
Domain	Weights for Each Domain
<i>A Data-Driven Focus on Student Achievement</i>	<i>15% of Evaluation Tool Component (6.9 pts)</i>
<i>Continuous Improvement of Instruction</i>	<i>25% of Evaluation Tool Component (11.5 pts)</i>
<i>A Guaranteed and Viable Curriculum</i>	<i>20% of Evaluation Tool Component (9.2 pts)</i>
<i>Cooperation and Collaboration</i>	<i>20% of Evaluation Tool Component (9.2 pts)</i>
<i>School Climate</i>	<i>20% of Evaluation Tool Component (9.2 pts)</i>
Student Growth – 40 points	
Progress Toward Priorities – 14 points	

Administrators earn an overall summative evaluation score and rating based on the combined number of points they receive out of the 100 possible points. The following cut points are used to determine how the summative evaluation core is translated into an effectiveness rating.

Figure 2: Administrator Evaluation Cut Scores

Ineffective	Minimally Effective	Effective	Highly Effective
Less than 36 points	More than or equal to 36 and less than 63 points	More than or equal to 63 and less than 88 points	More than or equal to 88 points

What are the expectations for the Evaluation Tool component?

Administrators in DPSCD are evaluated using the 2013 Marzano School Leader Evaluation Model Rubric. The Framework consists of five Domains, each with a series of elements describing effective principal leadership. DPSCD administrators are evaluated on 17 of these elements. The domains and elements are detailed in Appendix A.

Figure 3: Evaluation Tool Domains and Elements

Domain	Element
A Data-Driven Focus on Student Achievement	Elements 1, 3, 5 (15%, 6.9 pts)
Continuous Improvement of Instruction	Elements 1, 2, 3, 4, 5 (25%, 11.5 pts)
A Guaranteed and Viable Curriculum	Element 3 (20%, 9.2 pts)
Cooperation and Collaboration	Element 1, 3, 4 (20%, 9.2 pts)
School Climate	Element 1, 2, 3, 4, 5 (20%, 9.2 pts)

Throughout the year, each administrator's evaluator will collect evidence to support ratings for each of the elements through school visits and observations. Administrators will have the option to submit artifacts to their evaluator in the final months of the school year. Artifacts may be submitted via Frontline.

The purpose of the artifacts is to supplement data the evaluator has already gathered throughout the school year. Administrators are not required to gather artifacts to support ratings for each element and

should not consider the “Sample Evidences” section in the rubric to be a submission checklist. Instead, administrators should consider this list to be a non-exhaustive list of samples that they and their evaluator might consider as evidence. Administrators may opt to submit artifacts that reflect key elements of their practice, whether explicitly listed on the rubric or not, and a single artifact may contain evidence that aligns to multiple elements. Evaluators will coordinate with administrators to identify submission expectations for artifacts, but administrators may submit artifacts via Frontline throughout the year.

End of Year Ratings on Marzano

At the end of the year, evaluators will consider all evidence gathered and assign domain-level ratings based on the scale for each of the rated elements. These ratings will be averaged using the weights described in Figure 1 to determine an administrator’s point score (a maximum of 46) on the Evaluation Tool component.

What are the expectations for the Student Growth component?

As the old adage goes, “if students are not learning, we are not yet teaching,” and it is crucial that we hold one another accountable for making significant academic progress with our students each year.

Beginning the 2018-2019 school year, the State of Michigan requires that 40% of administrator evaluations be based on multiple sources of student growth and assessment data. The State of Michigan also requires that, if available, 50% of this component (20% total) be measured using student growth data on state assessments. The remaining portion of the student growth component will include district-wide content assessments.

During the summative evaluation period at the end of the school year, administrators and their evaluators will review data from selected assessments. The District Office will provide student growth component ratings for all district assessments (iReady, Illuminate, and Achieve 3000) and state assessments (M-STEP, PSAT 10, and SAT). Appendix B of this document identifies the specific assessments and scoring rubrics to be used for administrators working in different school configurations.

At the end of the year, District Office will determine what percentage of students have shown growth on all selected assessments and use the rubrics in Appendix B to generate a student growth score. Assessment points will be summed to determine an administrator’s point score (40 points maximum) for the Student Growth component.

What are the expectations for the Progress Toward Priorities component?

The State of Michigan requires that, in addition to the Evaluation Rubric and Student Growth Components, administrators are rated on four additional areas:

- Their skill at using the teacher evaluation system;
- Progress made by the school or school district in meeting the goals set forth in the school’s school improvement plan or the school district’s school improvement plans;
- Pupil attendance; and
- Student, parent and teacher feedback

The Marzano Rubric includes Domain 2, Element 4, which specifically assesses the administrator's skills at using evaluation systems. **The rest of these state requirements are reflected in the Progress Toward Priorities component.**

Using the guidelines below to inform their thinking, evaluators and administrators will set school specific targets, which align to the district's improvement plans:

Figure 4: Progress Toward Priorities Components

Target Statement	Guidelines
No more than <u>X</u> % of students are chronically absent.	<p>The administrator and evaluator should look at the school's previous year's results provided by the district via DATACOM dashboards and MiSchoolData. Using these results, the administrator and evaluator will determine an ambitious but feasible target for <u>X</u>. In general, the target should match or exceed the district's target decrease in chronic absenteeism for the school year, which is 4.15 percentage points based on historic trends. A school's chronic absenteeism target may need to be more than or less than this figure based on the context of the school. Students are defined as chronically absent if they have been absent for 10% or more days per school year, which equates to 18 days for a full school year.</p> <p>Enrollment and attendance are calculated using data within MISTAR from the first day of school through the third Friday of May (May 17, 2019). In alignment with state policy and MiSchoolData's calculations, only students enrolled for 10 consecutive days are included, and a student is considered absent if they miss more than 50% of their school day.</p>
At least <u>X</u> % Spring-to-Spring enrollment growth.	<p>The administrator and evaluator should look at the school's previous count enrollment results, provided by the district via DATACOM dashboards and based on the state's report of total K-12 enrollment. The administrator and evaluator will determine an ambitious but feasible target for <u>X</u>. The administrator and evaluator should consider the potential for enrollment growth relative to the school's capacity, the school's historic change in enrollment between Fall and Spring counts during previous years, and the district's enrollment targets for the 2018-19 school year.</p> $\frac{(\text{Number of K-12 students enrolled Spring 2019}) - (\text{Number of K-12 students enrolled Spring 2018})}{(\text{Number of K-12 students enrolled Spring 2018})}$
At least <u>X</u> % participation rate in the district's annual Teacher Survey.	<p>The administrator and evaluator will determine an ambitious but feasible target for <u>X</u>. In this case, the target must be greater than or equal to the minimum response rate, 40%, which is required to receive a valid and reliable measure of culture. The target should demonstrate participation growth from the 2017-2018 school year.</p>
At least <u>X</u> % participation rate in the district's annual	<p>The administrator and evaluator will determine an ambitious but feasible target for <u>X</u>. In this case, the target must be greater than or</p>

Student Survey about School (grades 3-12 and adult).	equal to the minimum response rate, 40%, which is required to receive a valid and reliable survey report.
At least <u>X</u> % participation rate in the district's annual Family Survey .	The administrator and evaluator will determine an ambitious but feasible target for <u>X</u> . In this case, the target must be greater than or equal to the minimum response rate, 15%, which is required to receive a valid and reliable survey report.
At least <u>X</u> % favorable responses on a Teacher Survey domain or question aligned to an essential metric of the District's strategic plan.	<p>From a list of Teacher Survey domains and questions aligned to essential metrics of the District's Strategic Plan (see Appendix C), administrators and evaluators will identify one aligned domain or item. Using the Teacher Survey results from last year, the administrator and evaluator should determine an ambitious but feasible target for <u>X</u> that represents improvement since 2017-2018.</p> <p>The result will be displayed on the Panorama reporting dashboard. If an administrator chooses a domain, teacher responses for all questions in that domain are included.</p>
At least <u>X</u> % favorable responses on a Student Survey domain or question aligned to an essential metric of the District's strategic plan.	<p>From a list of Student Survey domains and questions aligned to an essential metric of the District's Strategic Plan (see Appendix C), administrators and evaluators will identify one aligned domain or item. Using the Student Survey results from last year, the administrator and evaluator should determine an ambitious but feasible target for <u>X</u> that represents improvement since 2017-2018.</p> <p>The result will be displayed on the Panorama reporting dashboard. If an administrator chooses a domain, student responses for all questions in that domain are included.</p>

Administrators will earn 2 points for each of the targets they meet or exceed, and one point for any result that is within ten percent of the target. For example, if a school sets a target that 80% of students will participate in the district's annual Student Survey, the following example illustrates points possible for this component:

Figure 5: Target Scoring Example

Target Comparison	Points Earned
Meet or Exceed Target: More Than or Equal to 80%	2 points
Within 10% of Target: More Than or Equal to 72% and Less Than 80%	1 point
Far Below Target: Less Than 72%	0 points

Although the evaluator and administrator set the targets together, each of the targets will be measured and calculated centrally and provided directly to principals and their evaluators for inclusion in the final evaluation. The District will administer common stakeholder feedback surveys in partnership with schools and use consistent measurements for chronic absenteeism and enrollment growth defined through principal DATACOM and reporting on the strategic plan.


Performance Improvement Plans

If a school administrator has earned a Minimally Effective or Ineffective rating during the previous school year, their evaluator is responsible for creating an improvement plan and holding the administrator responsible for implementing the plan. The improvement plan will recommend professional development opportunities and other actions designed to improve the rating of the school administrator on his or her next annual evaluation.

Working within Frontline

Beginning this year, all documentation for school administrator evaluations will be maintained within Frontline. Additional support for using Frontline, such as information on [Uploading/Managing Artifacts](#), can be found on the district's [Evaluations Site](#).

You may log into Frontline and access your evaluations via the following:

1. Log into the [Hub \(hub.detroitk12.org\)](http://hub.detroitk12.org), and access **Frontline My Learning Plan** by clicking the Frontline Education button.
2. Choose "Sign in to one of the following sites," select [MyLearningPlan PDMS](#), and click **Sign In** (- 3. Log in using your district email username and password.



What do I do if I contest a portion of my evaluation?

Administrators who receive a summative rating of Ineffective or Minimally Effective are eligible to appeal their rating. A three-member panel comprised of senior leaders in DPSCD will convene to review all appeals and will make a final decision. Individuals who earn summative scores which make them eligible for appeal will receive more information when 2018-19 evaluation results are posted in Frontline.

What are the key dates for evaluations during the 2018-19 school year?

When?	Who?	What?	Where?
Sept. 4, 2018 – Jan. 25, 2019	Administrators Evaluators	Initial Conference Administrators meet with their evaluators to discuss the structure of the evaluation process and determine measures for Student Growth and Progress Toward Priorities. During the initial conference, evaluators and administrators should also discuss initial performance in each of the domains as well as the kinds of actions and evidence the administrator should strive to take to improve their effectiveness. Evaluators complete the Initial Conference note-taking tool within Frontline, including the selection of Progress Toward Priority targets.	Face-to-Face Meeting <i>or</i> Frontline
Sept. 4, 2018 – May 10, 2019	Administrators Evaluators	Gather Data and Evidence Evaluators gather evidence aligned to the Marzano Domains and Elements through school visits, one-on-one conferences and other interactions with the administrators they supervise.	Various
Apr. 30, 2019 – May 10, 2019	Administrators	Submission of Artifacts Administrators have the option to submit supplemental artifacts to demonstrate effectiveness in the Marzano Domains to supplement data the evaluator has already gathered throughout the school year. Evaluators will coordinate with Administrators to identify submission expectations for artifacts, but administrators are encouraged submit artifacts via Frontline throughout the year.	In Person <i>or</i> Frontline
Apr. 30, 2019 – June 14, 2019	Administrators Evaluators	End of Year Meeting & Summative Rating Using all evidence collected throughout the year, evaluators rate the administrator on the Marzano Rubric. Evaluators and administrators meet to review assessments and student growth, as well as results on the targets set in the Progress Toward Priorities section. Depending on the availability of student growth data on the date of the End of Year Meeting, Administrators and Evaluators may calculate the summative evaluation score when they convene. If a complete set of data is not yet available, evaluators will calculate and communicate the student growth component scores when they submit the Final Summative Evaluation Scores via Frontline.	Face-to-Face Meeting
June 14, 2019	Evaluators	Summative Evaluation Submission Evaluators submit summative evaluation scores via Frontline.	Frontline

Appendix A: Marzano Rubric



2013 Marzano School Leader Evaluation Model Rubric

*Exclusive partners with Dr. Robert J. Marzano for
the Teacher Evaluation Model
and School Leader Evaluation Model*

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Cornell Road, Suite 18
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Domain I: A Data-Driven Focus on Student Achievement

Element 1: The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Sample Evidences

- ☐ Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
- ☐ School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings
- ☐ Written goals are established for eliminating the achievement gap for all students
- ☐ Written goals address the most critical and severe achievement deficiencies
- ☐ Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal
- ☐ Scales are in place to chart student and school progress towards meeting the standards
- ☐ When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities
- ☐ When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities
- ☐ When asked, faculty and staff can describe the school-wide achievement goals
- ☐ When asked, faculty and staff can identify the school's most critical needs goals

Notes:

Scale

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
I(1): The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.	The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.

Domain I: A Data-Driven Focus on Student Achievement

Element 3: The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Sample Evidences

- ☐ Reports, graphs, and charts are available for overall student achievement
- ☐ Student achievement is examined from the perspective of value-added results
- ☐ Results from multiple types of assessments are regularly reported and used (e.g. benchmark, common assessments)
- ☐ Reports, graphs, and charts are regularly updated to track growth in student achievement
- ☐ Achievement data for student subgroups within the school are routinely analyzed
- ☐ School leadership teams regularly analyze school growth data
- ☐ Data briefings are conducted at faculty meetings
- ☐ When asked, faculty and staff can describe the different types of reports available to them
- ☐ When asked, faculty and staff can explain how data are used to track growth in student achievement

Notes:

Scale

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
I(3): The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.	The school leader attempts to ensure that data are available for tracking overall student achievement, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader regularly ensures that data are available for tracking overall student achievement.	The school leader ensures that data are available for tracking overall student achievement AND monitors the extent to which student data are used to track progress toward goal.	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals or the tracking process as achievement data accrue.

Domain I: A Data-Driven Focus on Student Achievement

Element 5: The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Sample Evidences

- ☐ Extended school day, week, or year programs are in place
- ☐ Tutorial programs are in place (during the school day and/or after school)
- ☐ Individual student completion of programs designed to enhance their academic achievement is monitored (i.e. gifted and talented, advanced placement, STEM, etc.)
- ☐ Response to intervention measures are in place
- ☐ Enrichment programs are in place
- ☐ Data are collected and available to monitor student progress and achievement as a result of enrollment in intervention or enrichment programs
- ☐ When asked, teachers can explain how interventions in place help individual students met their goals
- ☐ When asked, student and/or parents can identify interventions in place to meet their goals
- ☐ When asked, students report their school has programs in place to help them meet their achievement goals

Notes:

Scale

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
I(5): The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.	The school leader attempts to ensure that programs and practices are in place for individual students who are not making adequate progress, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that programs and practices are in place for individual students who are not making adequate progress.	The school leader ensures that programs and practices are in place for individual students who are not making adequate progress AND monitors whether interventions are helping students meet their achievement goals.	The school leader continually examines and expands the options for individual students to make adequate progress.

Domain II: Continuous Improvement of Instruction

Element 1: The school leader provides a clear vision as to how instruction should be addressed in the school.

Sample Evidences

- ☐ A written document articulating the school-wide model of instruction is in place
- ☐ The school-wide language of instruction is used regularly by faculty in their professional learning communities, faculty and/or department meetings
- ☐ Professional development opportunities are provided for new teachers regarding the school-wide model of instruction
- ☐ Professional development opportunities are provided for all teachers regarding the school-wide model of instruction
- ☐ New initiatives are prioritized and limited in number to support the instructional model
- ☐ The school-wide language of instruction is used regularly by faculty in their informal conversations
- ☐ When asked, teachers can describe the major components of the school-wide model of instruction
- ☐ When asked, teachers can explain how strategies in the instructional framework promote learning for the school's diverse population

Notes:

Scale

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
II(1): The school leader provides a clear vision as to how instruction should be addressed in the school.	The school leader attempts to ensure that a school-wide language or model of instruction is in place, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that a school-wide language or model of instruction is in place.	The school leader ensures that a school-wide language or model of instruction is in place AND monitors the extent to which the faculty and staff understands the instructional model.	The school leader continually examines and makes adjustments so that all faculty and staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional model.

Domain II: Continuous Improvement of Instruction

Element 2: The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

Sample Evidences

- ☐ Individual teachers have written pedagogical growth goals
- ☐ Individual teachers keep track of their progress on their pedagogical growth goals
- ☐ Evaluation results, growth plans, and interventions for struggling teachers are available
- ☐ Meetings are regularly scheduled with teachers regarding their growth goals and tracking of their progress
- ☐ A system is in place to effectively evaluate and revise the school's new teacher induction program
- ☐ The school leader has demonstrated a track record of hiring effective teachers
- ☐ The school leader has a track record of retaining effective teachers
- ☐ When asked, teachers can describe their progress on their pedagogical growth goals
- ☐ When asked, teachers can share documented examples of how reflection has improved their instructional practice

Notes:

Scale

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
II(2): The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.	The school leader attempts to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress.	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress, AND monitors the extent to which teachers achieve their growth goals.	The school leader regularly intervenes with and supports teachers who are not meeting their growth goals or adequately enhancing the achievement of their students.

Domain II: Continuous Improvement of Instruction

Element 3: The school leader is aware of predominant instructional practices throughout the school.

Sample Evidences

- ☐ Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school
- ☐ Fortright feedback is provided to teachers regarding their instructional practices
- ☐ Systems are in place to monitor the effect of the predominant instructional practices for all subgroups in the school
- ☐ Data are available to document the predominant instructional practices in the school
- ☐ The school leader can describe effective practices and problems of practice
- ☐ When asked, teachers can describe the predominant instructional practices used in the school

Notes:

Scale

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
II(3): The school leader is aware of predominant instructional practices throughout the school.	The school leader attempts to ensure that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies.	The school leader ensures that information about predominant instructional strategies in the school is collected, regularly interacts with teachers about the effectiveness of these strategies, AND monitors the extent to which the information is used to identify effective and ineffective practices.	The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.

Domain II: Continuous Improvement of Instruction

Element 4: The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Sample Evidences

- ☐ Highly specific scales are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses
- ☐ Teacher feedback and evaluation data are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers
- ☐ Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers
- ☐ Data shows the school leader provides frequent observations and meaningful feedback to teachers
- ☐ Ongoing data are available to support that teacher evaluations are consistent with student achievement data
- ☐ When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement

Notes:

Scale

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
II(4): The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.	The school leader attempts to ensure that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.	The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources AND monitors the extent to which teacher evaluations are consistent with student achievement data.	The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.

Domain II: Continuous Improvement of Instruction

Element 5: The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Sample Evidences

- ☐ Online professional development courses and resources are available to teachers regarding their instructional growth goals
- ☐ The school leader tracks teacher participation in professional development activities
- ☐ Teacher-led professional development is available to teachers regarding their instructional growth goals
- ☐ Instructional coaching is available to teachers regarding their instructional growth goals
- ☐ Data are collected linking the effectiveness of professional development to the improvement of teacher practices
- ☐ Data are available supporting deliberate practice is improving teacher performance
- ☐ When asked, teachers can describe how the professional development supports their attainment of instructional growth goals

Notes:

Scale

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
II(5): The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.	The school leader attempts to ensure that job--embedded professional development is provided to teachers that is directly related to their instructional growth goals, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers.	The school leader ensures that job-embedded professional development is provided to teachers that is directly related to their instructional growth goals AND monitors the extent to which teachers improve their instructional practices.	The school leader continually re-evaluates the professional development program to ensure that it remains job- embedded and focused on instructional growth goals and intervenes with teachers who are not making sufficient progress toward achieving growth goals.

Domain III: A Guaranteed and Viable Curriculum

Element 1: The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Sample Evidences

- ☐ Curriculum documents are in place that correlate the written curriculum to state and district standards
- ☐ Rubrics or proficiency scales are in place that clearly delineate student levels of performance on essential elements of the state and district standards
- ☐ Information is available correlating what is taught in the classrooms (i.e., the taught curriculum) and the written curriculum
- ☐ Information is available examining the extent to which assessments accurately measure the written and taught curriculums
- ☐ School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments
- ☐ Evidence is available demonstrating the assessments are accurately measuring the state and district standards
- ☐ When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s)
- ☐ When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned

Notes:

Scale

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
III(1): The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.	The school leader attempts to ensure that both the written curriculum and accompanying assessments adhere to state and district standards, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards.	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards AND monitors the extent to which the curriculum is delivered and the assessments measure the curriculum.	The school leader ensures that the assessment and reporting system focuses on state and district standards and the leader intervenes with teachers who do not follow the state and district standards.

Domain IV: Cooperation and Collaboration

Element 1: The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

Sample Evidences

- ☐ Teachers have opportunities to engage in instructional rounds
- ☐ Teachers have opportunities to view and discuss video-based examples of exemplary teaching
- ☐ Teachers have regular times to meet and discuss effective instructional practices (e.g. lesson study, professional learning communities)
- ☐ Teachers have opportunities to interact about effective teaching via technology
- ☐ Instructional practices are regularly discussed at faculty and department meetings
- ☐ Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings
- ☐ Procedures are in place for scheduling teachers to observe and discuss effective instructional practices
- ☐ Data are available to document that teachers who participate in observational rounds improve their pedagogy
- ☐ When asked, teachers report their participation in observing other teachers results in individual self- reflection and pedagogical growth

Notes:

Scale

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
IV(1): The school leader ensures that teachers have opportunities to observe and discuss effective teaching.	The school leader attempts to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person.	The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in- person AND monitors the extent to which teachers who actively participate in these opportunities improve their pedagogy.	The school leader intervenes and supports teachers who do not actively participate in opportunities to interact regarding effective instructional practices.

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Domain IV: Cooperation and Collaboration

Element 3: The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Sample Evidences

- ☐ Professional learning communities (PLCs) are in place and meet regularly
- ☐ PLCs have written goals
- ☐ The school leader regularly examines the PLC's progress toward goals
- ☐ Common assessments are created by PLCs
- ☐ Student achievement and growth are analyzed by PLCs
- ☐ Data teams are in place and have written goals
- ☐ The progress of each data team towards reaching its goals is regularly examined
- ☐ To maintain a focus on student achievement, the school leader collects and reviews minutes, notes, and goals from meetings
- ☐ When asked, teachers can explain how being a member of a PLC has helped them grow their pedagogy
- ☐ When asked, teachers can explain how PLC's analyze data to identify appropriate instructional practices

Notes:

Scale

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
IV(3): The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	The school leader attempts to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction AND monitors the extent to which these goals are designed to enhance the achievement of all students.	The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.

Domain IV: Cooperation and Collaboration

Element 4: The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

Sample Evidences

- ☐ Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of the school
- ☐ Data are archived and reports regularly generated regarding these data
- ☐ The manner in which data are used is made transparent
- ☐ The school improvement team provides input to the leader regarding the school improvement plan
- ☐ Appropriate faculty and staff are identified and mentored for succession planning and provided appropriate growth opportunities
- ☐ Faculty and staff are assisted with career planning and continuing educational opportunities
- ☐ Teacher leaders and other faculty are empowered to share in the leadership of the school
- ☐ Potential leaders are identified and guided in career development
- ☐ The school leader can cite examples of where teacher input has resulted in effective change at the school
- ☐ The school leader demonstrates ongoing mentoring of teacher leaders
- ☐ When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school
- ☐ When asked, teachers can identify examples of when their input has resulted in effective change at the school

Notes:

Scale

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
IV(4): The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.	The school leader attempts to ensure that input is regularly collected from teachers and staff and appropriately delegates responsibilities, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that input is regularly collected from teachers and staff and appropriately delegates responsibilities.	The school leader ensures that input is regularly collected from teachers and staff, appropriately delegates responsibilities, AND monitors the extent to which the inputs and delegations are contributing to the optimal functioning of the school.	The school leader intervenes and provides support when delegation of authority and teacher input is not working to optimize the function of the school.

Domain V: School Climate

Element 1: The school administrator is recognized as the leader of the school who continually improves his or her professional practice.

Sample Evidences

- ☐ A written annual growth plan is in place to address how the school leader will address strengths and weaknesses
- ☐ Professional development activities consistent with the leader's growth plan have been identified
- ☐ Evidence of leadership initiatives is available
- ☐ Adherence to district and state policies and procedures is evident
- ☐ The school leader has demonstrated his or her ability to be a problem solver
- ☐ The school leader has identified mentors and regularly interacts with them
- ☐ When asked, faculty and staff identify the school administrator as the leader of the school
- ☐ When asked, faculty and staff describe the school leader as uncompromising in regards to raising student achievement
- ☐ When asked, faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement
- ☐ When asked, faculty and staff generally agree as to the vision provided by the school leader

Notes:

Scale

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
V(1): The school administrator is recognized as the leader of the school who continually improves his or her professional practice.	The school leader attempts to demonstrate leadership skills and engages in activities to improve his or her professional practices, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader demonstrates leadership skills and continually engages in activities to improve his or her professional practices.	The school leader demonstrates leadership skills and continually engages in activities to improve his or her professional practices AND monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his or her ability to lead.	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills.

Domain V: School Climate

Element 2: The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

Sample Evidences

- ☐ The school leader is recognized by the school community as one who is willing to “take on tough issues”
- ☐ The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success
- ☐ When asked, faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn
- ☐ When asked, faculty and staff describe the school leader as an individual who will follow through with his or her initiatives
- ☐ When asked, faculty and staff describe the school leader as one whose actions support his or her talk and expectations
- ☐ When asked, faculty and staff describe the school leader as one who speaks with candor and “takes on
- ☐ tough issues”

Notes:

Scale

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
V(2): The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.	The school leader attempts to perform with integrity and in the best interest of all students, but does so sporadically or inconsistently OR the school leader does not attempt to do so.	The school leader performs with integrity and in the best interest of all students.	The school leader performs with integrity and his/her actions are in the best interest of all students AND monitors the extent to which faculty and staff perceive him or her as an individual who will follow through with initiatives and whose actions are guided by the desire to help all students learn.	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he or she performs or is perceived.

Domain V: School Climate

Element 3: The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

Sample Evidences

- ☐ Clear and specific rules and procedures are in place for the running of the school
- ☐ Faculty and staff are provided the means to communicate about the safety of the school
- ☐ Faculty and staff know the emergency management procedures and how to implement them for specific incidents
- ☐ Evidence of practicing emergency management procedures for specific incidents is available
- ☐ Evidence of updates to the emergency management plans and communication of them to the faculty and staff is available
- ☐ When asked, faculty and staff describe the school as a safe and orderly place
- ☐ When asked, the faculty and staff describe the school leader as highly visible and accessible
- ☐ When asked, faculty and staff describe the school as a place focused on learning

Notes:

Scale

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
V(3): The school leader ensures that faculty and staff perceive the school environment as safe and orderly.	The school leader attempts to ensure that well- defined routines and procedures are in place that lead to orderly conduct, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct.	The school leader ensures that well-defined routines and procedures are in place that lead to safe and orderly conduct AND monitors the extent to which faculty and staff share the perception that the school environment is safe and orderly.	The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by school faculty and staff.

Domain V: School Climate

Element 4: The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.

Sample Evidences

- ☐ Clear and specific rules and procedures are in place for the running of the school
- ☐ Social media is utilized so that students may anonymously report potential incidents
- ☐ A system is in place for mass communicating to parents about issues regarding school safety (e.g. a call out system)
- ☐ Coordination with local law enforcement agencies regarding school safety issues is a routine event
- ☐ Parents and community are engaged to give input regarding issues of school safety
- ☐ When asked, parents and students describe the school as a safe place
- ☐ When asked, parents and students describe the school as an orderly place
- ☐ When asked, community members perceive the school as safe and orderly
- ☐ When asked, parents, students and community members describe the leader as highly visible and accessible

Notes:

Scale

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
V(4): The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.	The school leader attempts to ensure that well- defined routines and procedures are in place that lead to orderly conduct, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct.	The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct AND monitors the extent to which students, parents, and the community share the perception that the school environment is safe and orderly.	The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by students, parents, and the community.

Domain V: School Climate

Element 5: The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Sample Evidences

- ☐ Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses
- ☐ Detailed budgets are developed, submitted, and implemented
- ☐ The school leader successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds)
- ☐ Data are available to show that resources and expenditures produce results (i.e. curriculum programs improve student learning)
- ☐ The school leader manages time effectively in order to maximize focus on instruction
- ☐ The school leader appropriately directs the use of technology to improve teaching and learning
- ☐ Adequate training is provided for the instructional technology teachers are expected to use
- ☐ When asked, faculty and staff report that they have adequate materials to teach effectively
- ☐ When asked, faculty and staff report that they have adequate time to teach effectively

Notes:

Scale

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
V(5): The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.	The school leader attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching, but does not complete the task or does so partially OR the school leader does not attempt to do so.	The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching.	The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching AND monitors the extent to which the resources and efficiencies enhance instruction and the achievement of all students.	The school leader actively seeks and procures extra resources to enhance instruction and the achievement of all students.

Appendix B: Assessment Guidance & Scoring

According to the State of Michigan’s Revised School Code, student growth assessment data should include students’ assessment results from the past three years, based on data availability. As state assessments are administered once per year, student performance on M-STEP, PSAT 10, and the SAT, will be calculated by comparing student assessment results to their performance the previous year on M-STEP, PSAT 8/9, and PSAT 10, respectively.

When calculating student growth, available previous years’ student growth data will be included and weighted according to the following table. If historic student growth data is unavailable, any other years’ weights will be adjusted accordingly.

	Assessment Weighting
Most Recent Year	50%
Year Previous to Most Recent	30%
Two Years Previous to Most Recent	20%

K-4 Administrators

Administrators who supervise elementary schools will be evaluated according to the percentage of students that reach their projected growth targets on the assessments below.

	Gr.	Content	Fewer Than 30% of Students Demonstrate Adequate Growth	More Than or Equal to 30%, but Less Than 50%, of Students Demonstrate Adequate Growth	More Than or Equal to 50%, but Less Than 75%, of Students Demonstrate Adequate Growth	More Than or Equal to 75% of Students Demonstrate Adequate Growth
District Assessments (50%)	K-4	iReady Reading	2.5 points	5 points	7.5 points	10 points
	K-4	iReady Math	2.5 points	5 points	7.5 points	10 points
State Assessments (50%) <i>Historical Data Only</i>	4	M-STEP, Reading	2.5 points	5 points	7.5 points	10 points
	4	M-STEP, Mathematics	2.5 points	5 points	7.5 points	10 points

K-5, K-8, and 6-8 Administrators

Administrators who supervise elementary and/or middle schools will be evaluated according to the percentage of students that reach their projected growth targets on the assessments below.

	Gr.	Content	Fewer Than 30% of Students Demonstrate Adequate Growth	More Than or Equal to 30%, but Less Than 50%, of Students Demonstrate Adequate Growth	More Than or Equal to 50%, but Less Than 75%, of Students Demonstrate Adequate Growth	More Than or Equal to 75% of Students Demonstrate Adequate Growth
District Assessments (50%)	K-8	iReady Reading	2 points	4 points	6 points	8 points
	K-8	iReady Math	2 points	4 points	6 points	8 points
	5, 8	Illuminate Science	1 point	2 points	3 points	4 points
State Assessments (50%) <i>Historical Data Only</i>	4-8	M-STEP, Reading	2.5 points	5 points	7.5 points	10 points
	4-8	M-STEP, Mathematics	2.5 points	5 points	7.5 points	10 points

High School Administrators

Administrators who supervise high schools will be evaluated according to the percentage of students that reach their growth targets in the assessments below.

	Gr.	Assessment	Fewer Than 30% of Students Demonstrate Adequate Growth	More Than or Equal to 30%, but Less Than 50%, of Students Demonstrate Adequate Growth	More Than or Equal to 50%, but Less Than 75%, of Students Demonstrate Adequate Growth	More Than or Equal to 75% of Students Demonstrate Adequate Growth
District Assessments (50%)	9-12	Achieve 3000, English Language Arts	4 points	8 points	12 points	16 points
	11	Illuminate Science	1 point	2 points	3 points	4 points
State Assessments (50%)	10	PSAT 10, Evidence-Based Reading & Writing	2.5 points	5 points	7.5 points	10 points
	11	SAT, Evidence-Based Reading & Writing				
	10 11	PSAT 10, Mathematics SAT, Mathematics	2.5 points	5 points	7.5 points	10 points

Special Education, Transition Center, Adult or CTE Center Administrators

Administrators who supervise Exceptional Student Education, Transition Adult, or Career Technical Education Centers will not have district-wide assessment results. Therefore, these administrators and their evaluators should select the teacher-created pre- and post- assessments or portfolios aligned to grade level content standards and/or IEP goals that their teachers are using for their growth component.

Appendix C: Essential Metrics for Progress Toward Priorities

The district's annual stakeholder feedback surveys incorporate domains and survey items that are used to calculate Essential Metrics, which are used to monitor progress towards the district's Strategic Plan. Below are the Essential Metrics that are based on results from the Teacher and Student Surveys.

Result will be displayed on the [Panorama reporting dashboard](#), and previous results are currently available. If you are unable to access the Panorama reporting dashboard, please contact district.surveys@detroitk12.org for support.

Essential Metrics within the Teacher Survey (Five Options)

	Essential Metric	Survey Domain and Item[s] <i>(Select One)</i>
Transformative Culture	The percentage of employees who report feeling engaged and valued at work	[A] My school leadership values my contributions to the team. (District Domain)
	The percentage of staff who would recommend working for the district to a friend	[B] How likely are you to recommend Detroit Public Schools Community District as a place to work? (District Domain)
	The percentage of teachers who report that the instructional culture of their school is strong	[C] Teachers at my school share a common vision of what effective teaching looks like. (Peer Culture)
		[D] The expectations for effective teaching are clearly defined at my school. (Evaluation)
Exceptional Talent	The percentage of employees who agree that the District is committed to helping them develop professionally	[E] My school is committed to improving my instructional practice. (Professional Development)

Essential Metrics within the Student Survey about School (Four Options, By Grade Band)

		Essential Metric	Survey Domain and Item[s] <i>(Select One)</i>
Transformative Culture		The percentage of students who report feeling safe at school	<p>[A] School Safety Domain Overall (All Questions, Grades 3-5)</p> <ul style="list-style-type: none"> • How often are people disrespectful to others at your school? • How likely is it that someone from your school will bully you online? • How often do you worry about violence at your school? • If a student is bullied in school, how difficult is it for him/her to get help from an adult? • How often do students get into physical fights at your school? <p>[B] School Safety Domain Overall (All Questions, Grades 6-12)</p> <ul style="list-style-type: none"> • How often are people disrespectful to others at your school? • How likely is it that someone from your school will bully you online? • How often do you worry about violence at your school? • At your school, how unfairly do the adults treat the students? • If a student is bullied in school, how difficult is it for him/her to get help from an adult? • How often do students get into physical fights at your school?
		The percentage of students who report feeling engaged at school	<p>[C] School Engagement Domain Overall (All Questions, Grades 3-5)</p> <ul style="list-style-type: none"> • How excited are you about going to your classes? • How focused are you on the activities in your classes? • In your classes, how excited are you to participate? • When you are not in school, how often do you talk about ideas from your classes? • How interested are you in your classes? <p>[D] School Engagement Domain Overall (All Questions, Grades 6-12)</p> <ul style="list-style-type: none"> • How excited are you about going to your classes? • How often do you get so focused on activities in your classes that you lose track of time? • In your classes, how eager are you to participate? • When you are not in school, how often do you talk about ideas from your classes? • Overall, how interested are you in your classes?